

Reading Standards

RS 1 (Print Sound Code)

Your child should be able to learn how sounds and letter make words and begin using letters and words in Reading and Writing.

RS 1 Knowledge of Letters and Their Sounds

Your child should know the letters of the alphabet and many of their corresponding sounds. Your children should grasp the idea that letter represent sounds.

RS 1 Phonemic Awareness

Your child should be able to sounds out words they do not know using phonics.

RS 1 Reading Words

Your child should be able to read about 20 simple words.

RS 2 (Getting the Meaning) Accuracy and Fluency

Your child should be able to read books appropriate for the kindergarten level

RS 2 Self Monitoring and Self-Correcting Strategies

Your child should be able to know when they are looking at the correct page. They should also be able to say the word they are pointing to. Their reading should make sense to them.

RS 2 Comprehension

Your child should able to understand what they are reading.

RS 3 Reading Habits

Reading A Lot

Your child should be able to read several books a day with assistance from home.

Reading Behaviors

Your child should be able to hold a book right side up and turn pages in the correct direction. Your child should be able to follow the text with a finger, pointing to each word as it is read. Your child should be able to pay attention to what the words are in the story.

Discussing Books

Your child should be able to talk about books. They should be able to explain what happened in the book as well as how the characters feel throughout the story.

Vocabulary

Kindergarteners should be able to use a variety of strategies to figure out a word.



Duval County Public Schools

8085 Old Middleburg Road

Jacksonville, FL 32222

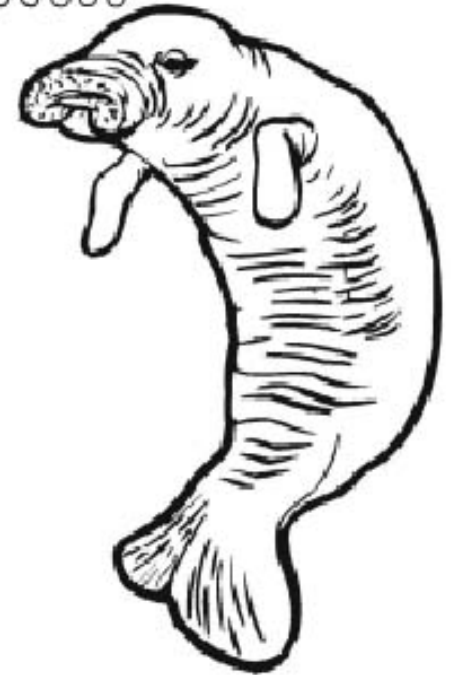
(904) 573-3260

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Enterprise Learning
Academy

Kindergarten Standards and Expectations

Mm



Manatee

Writing Standards

WS1.1 (Habits and Processes)

Your child should write daily . They should be able to make up their own topics and spend time writing their own piece. They should be able to reread their writing.

WS 2 (Narrative Writing)

Your child should be able to create a story that may be only a single event or several loosely linked events. Your child should be able to tell events as they move through time. They may use drawings to support the meaning of the story.

Informing Others- Informational Writing

Your child should be able to gather, collect, and share information about a topic. They should be able to maintain focus.

Getting Things Done (Functional Writing)

Your child should be able to tell someone what to do (for example, give directions, send messages); and or label objects and places.

Persuasive Writing-Your child should be able to take a position FOR or AGAINST an issue and write to convince the reader to believe or do something.

Your child should be able to reenact and retell stories. They should be able to create their own stories, poems, plays and songs.

WS 2 (Producing & Responding to Literature

WS 3 (Style and Syntax)

Your child should be able to write a story like they would orally tell a story.

WS 3 (Vocabulary/Word Choice)

Your child should be able to use words from their speaking vocabulary in their writing. They should make word choices that reveal they have a large enough vocabulary.

WS 3 (Spelling)

Kindergartners should be able to spell the beginning parts of words correctly. They may also be able to spell ending sounds as well. Your child should be able to accurately spell words the way

Science

Descriptor

SC.K.E.5.1	Explore the Law of Gravity .
SC.K.E.5.2	Recognize the repeating pattern of day and night.
SC.K.E.5.3	Recognize that the Sun can only be seen in the daytime.
SC.K.E.5.4	Observe that sometimes the Moon can be seen at night and sometimes during the day.
SC.K.E.5.5	Observe that things can be big and things can be small as seen from Earth.
SC.K.E.5.6	Observe that some objects are far away and some are nearby as seen from Earth.
SC.K.L.14.1	Recognize the five senses and related body parts.
SC.K.L.14.2	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
SC.K.L.14.3	Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
SC.K.N.1.1	Collaborate with a partner to collect information.
SC.K.N.1.2	Make observations of the natural world and know that they are descriptors collected using the five senses.
SC.K.N.1.3	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features.
SC.K.N.1.5	Recognize that learning can come from careful observation.
SC.K.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
SC.K.P.9.1	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
SC.K.P.10.1	Observe that things that make sound vibrate.
SC.K.P.12.1	Investigate that things move in different ways, such as fast, slow, etc.
SC.K.P.13.1	Observe that a push or a pull can change the way an object is moving.

Math Investigations Thinking in Kindergarten

The emphasis of this unit is on introducing Kindergarten students to some of the processes and materials they will be using in mathematics

Pattern Trains and Hopscotch Paths (Exploring Patterns)

In this unit students investigate what makes a pattern and how patterns give us information in order to predict what will come next

Collecting, Counting and Measuring (Number Sense)

In this unit students explore numbers and number relationships through a variety of counting experiences.

Making Shapes and Building Blocks (Exploring Geometry)

Students are introduced to geometry by looking at the 2- and 3- dimensional shapes in their classroom environment.

Counting Ourselves and Others (Exploring Data)

In this unit students use counting and sorting and classifying to collect, organize and represent information about themselves, their classmates and their environment

How Many In All? (Counting and The Number System)

Students deepen their understanding of numbers and number relationships. They play mathematical games in which they count, combine, and compare amounts; and they solve problems in which they find number combinations (e.g. 6 is 3 and 3, or 2 and 3 and 1).